

Assessment Director's Meeting

February 16, 2012

9:00 am - 11:30 pm

January 19, 2012

1



UALPA Update



UALPA Update

- All districts should have materials
 - If more are needed, call Michelle Jensen at 801-538-7651
- Testing Window ends May 6
- Submission Deadlines:
 - March 1st – Reports provided on or about April 12th
 - May 6th - Reports provided on or about June 21st

DO NOT DESTROY NEW MATERIALS!

Utah Academic Language Proficiency Assessment
UALPA



UALPA Scoring Update

Scoring Error #1

- In August of 2011, it was determined that some student scores did not appropriately match student results and expectations.
- USOE determined that several items in the UALPA were tagged incorrectly, and not counted in final raw score.
- These items were added to final scores and new reports were released on Sept. 1, 2011

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UALPA



IMPACT DATA

RESCORE #1

Grade	Pre-rescore #1	Rescore #1	DELTA (Rescore – Pre-rescore #1)
	Percent Fluent	Percent Fluent	
k	30.7	30.7	+0
1	0.3	16.6	+16.3
2	2.3	52.3	+50
3	8.3	24.1	+15.8
4	5.3	26.1	+20.8
5	5.2	33.4	+28.2
6	0.7	25	+24.3
7	0.4	23.1	+22.7
8	0.03	28.1	+28.07
9	0.7	13.3	+12.6
10	0.7	15.8	+15.1
11	0.4	14.5	+14.1
12	0.4	9.2	+8.8



Scoring Error #2

- A second error, with far less impact, was found in the speaking section of the test in November of 2011.
- These speaking items should have received a score of 0 or 1, however; due to an old scoring rule, these scores were all reported as a 0 in the USOE data file.
- This produced a lower score point on speaking test and overall raw score for some students.

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IMPACT DATA

RESCORE #2

Grade	Rescore #1	Rescore #2	DELTA (Rescore – Pre- rescore #2)
	Percent Fluent	Percent Fluent	
k	30.7	38.1	+7.4
1	16.6	18.9	+2.3
2	52.3	54.8	+2.5
3	24.1	24.6	+0.5
4	26.1	26.4	+0.3
5	33.4	33.6	+0.2
6	25	25	+0
7	23.1	23.1	+0
8	28.1	28.2	+0.1
9	13.3	15.2	+1.9
10	15.8	17.9	+2.1
11	14.5	16	+1.5
12	9.2	10.7	+1.5



Outcomes

- New SERF File available Feb. 21, 2012
- Title III funding for 2011-12 remained the same
- No 2010-11 Accountability impact
- AMOAs for 2011-12 will be based off the corrected 2010-2011 scores.
- Policy Change
 - Beginning with 2011-2012 UALPA, students who take a level 1 test will not be able to reach a proficiency level of 5 (Bridging) or Fluent.
 - Impact data will be reviewed

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Smarter Balanced Item Specifications Process



Item Specifications

- Provide
 - sufficient guidance for consistency of item/task production,
 - but enough flexibility for appropriate variation in items
- Link the CCSS, through the SBAC Content Specifications, to actual items and tasks



Evidence Centered Design

- Identify assessment claims
- Determine acceptable evidence of a student's understanding related to the claims
- Create items/tasks that give students to opportunity to produce the evidence



Product

- Appx.
 - 600 Item Tables
 - 300 sample items
 - 50 sample Performance Tasks
- To be used in large scale item/task production



Blank Item Specification Form

Grade:



Claim 1:

Content Domain:

Target A:

Standards:	
DOK target(s):	
Evidence required:	
Allowable item types*:	
Task Models:	
Allowable stimulus materials:	
Allowable disciplinary vocabulary:	
Allowable manipulative materials:	
Target-specific attributes:	
Key non-targeted constructs:	
Accessibility concerns:	
Sample items:	



Mathematics Item Specifications

Figure 4.

Claim 1: Conceptual Understanding and Procedural Fluency Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.	
Content Domain: This cell contains the content domain associated with the specified target. For grades 3-5, eligible domains are: Operations & Algebraic Thinking, Number & Operations – Base Ten, Number & Operations – Fractions, Measurement & Data, and Geometry.	
Target []: Assessment Target letter and [emphasis], as defined by the Content Specifications. The emphasis designation is identified by "m" for major, "s" for supporting, and "a" for additional. The complete text of the target will populate the rest of this cell.	
Standards:	Standards from the CCSSM related to the specified target.
DOK target(s):	Depth-of-Knowledge level(s) assigned to the specified target.
Evidence required:	Statements that define the knowledge, skills, or abilities a student must demonstrate in order to provide evidence in support of one or more aspects of the target and claim.
Allowable item types:	The item types allowed for this target (SR, CR, or TE).
Task Models:	A task model describes key characteristics or features that items are to have in order to establish a context or problem that elicits the desired evidence from the student. In effect, a task model describes what the prompt is intended to ask of the student, the content or materials (stimuli) that the student is supposed to work with when applying the targeted knowledge, skill, or ability, and any unique interactions that the item must support in order to allow the student to produce the desired response information.
Allowable stimulus materials:	For every enumerated statement of "evidence required," a corresponding task model will follow. If more than one type of item/task is appropriate for the same evidence statement, then the same number will be assigned. The variables will be the item type and DOK level associated with the task model.
Allowable disciplinary vocabulary:	This cell lists the kinds of stimuli that can be used. It is not to be considered a complete list, but suggests various types.
Allowable manipulative materials:	This cell suggests mathematics-specific vocabulary that students are expected know, as related to the target.
Target-specific attributes:	This cell identifies tools and other manipulatives that students may use in working with the item/task.
Key non-targeted constructs:	This cell identifies specific attributes, related to the target, which could include limitations on the content or other considerations.
Accessibility concerns:	This cell identifies knowledge & skills the student needs in order to respond, but which are not scored for the specified target.
Sample item:	This cell identifies possible concerns for students with disabilities or those with accessibility issues.

This is the Claim 1 statement, taken directly from the Content Specifications.

The Standard numbers, DOK numbers, and Item Types are all intended to be "hot-button" links to the complete text of each component.

Complete the Item Form for Claim 1 Targets

are written to Claim 1 assessment targets must follow the contained throughout these specifications. Additionally, item st complete an Item Form for every submitted item. Figure 5 e model used for all Claim 1 tables along with an explanation of a that populates each cell of the form.

Item ID:	MAT.GR.IT.1.CDOMA.T.xxx (see below)
Grade:	Specify the 2-digit grade level (HS for high school).
Claim(s):	Enter the number and text of the primary SBAC claim. If more than one claim is part of the item/task, the first number must represent the primary claim , with secondary and tertiary claims listed by order of importance.
Target(s):	Enter the SBAC target alpha character(s) and the text of the SBAC target(s), followed by the specified DOK level(s).
Domain:	Enter the primary CCSS domain associated with the claim and target.
Standard(s):	Enter the number(s) of the CCSSM standard(s).
Practice(s):	Specify the mathematical practices (1-8) associated with the item/task.
DOK:	Specify the Depth of Knowledge level (1-4) of the item/task.
Points:	Specify the total point value of the item.
Difficulty:	Specify the estimated difficulty of item (L=Low, M=Medium, H=Hard). See below for further explanation of coding.
Key:	Specify the correct key for SR items or indicate "See rubric" for multi-part items or multiple correct answers.
Stimulus:	Specify any stimulus material used and/or source required for factual information. All sources must be reliable and reproducible. If none, leave blank.
Attributes:	Specify any target-specific attributes (e.g., accessibility issues).
Notes:	Add any notes here that you believe will aid in understanding the purpose of this sample item.

Sample item ID "MAT.GR.IT.C.CDOMA.T.xxx"

or HS
or TE)
4
ters from CCSS (e.g., AO, MD, ...must be five places, lead are filled)
ent domain field is filled with the task name
alpha (A, B, C, D, etc.)
for now; will be assigned after acceptance.
nt of students that would be expected to get the

These are all intended to be "hot-button" links to the complete text of each



Additional Specifications

- General Specifications
- Selected Response Specification
- Constructed Response Specifications
- Performance Task Specifications
- Technology Enhanced Specifications
- Stimulus Specifications



Guidelines

- Accessibility Guidelines
- English Language Learner Guidelines
- Style Guide
- Bias and Sensitivity Guidelines



Next Steps

- Item Writer and Reviewer Training Materials
- Cognitive Labs and Small Scale Trials
- Development of pilot items for 2013 administration



Math 6 2012 Update



Math 6 Existing Core Form

- Test same length as in 2011
 - 70 items (58 operational)
- Only Existing Core Items
- Reporting:
 - Scaled score
 - Proficiency level
 - Standards information on Existing Core
 - *CBT preliminary reports will show raw score information ONLY
 - Also for Math 3, 4, and 5



Math 6 Common Core Form

- Test same length as in 2011
- All items aligned to Common Core
 - Many also aligned to Existing Core
- Reporting:
 - Scaled score
 - Proficiency level
 - Overall information on Existing Core
 - Domain and cluster information on Common Core
- No CBT raw score report
- Please test as early in testing window as possible



Grade 6

Common Core State Standards Blueprint

- The purpose of test blueprints is to make sure that the intended breadth and depth of the curriculum is represented on the CRTs.
- By nature, mathematics is a way of looking at the world through an interrelated web of concepts. The writers of the Common Core State Standards (CCSS) felt strongly that coherence needed to be built into the CCSS across grade levels. While the Standards may not progress across grade levels, the Clusters do. In order to be faithful to this vision and collectively represent the whole of the content, the focus of assessment is at the Cluster level.
- The Grade 6 Common Core Math CRT assesses the aspects of the CCSS that are assessable via multiple choice items. The Smarter-Balanced Assessment Consortium (SBAC), which Utah is part of, will assess a greater breadth of the CCSS, because it will use items beyond multiple choice.
- The item counts provided in the blueprint (below) are the number of items which contribute to a student's CRT score (operational items).
- The Grade 6 Common Core Math CRT should be administered in 2 separate testing sessions.

Reporting Category/Domain	Reporting Category Total
Ratios and Proportions	8
The Number System	17
Expressions and Equations	15
Geometry/Statistics and Probability	18





DIBELS Next 2011-2012

Utah Code 53A-1-606.6

DIBELS Next MOY DORF is Required

**By Board Rule, every student in Grades 1, 2, and 3 will be given the DIBELS Next Middle of Year (MOY) DIBELS Oral Reading Fluency (DORF) Benchmark Assessment.*

Students are to be assessed in January (no sooner than after Winter Break and no later than January 31st).

- LEAs must enter required data into their SIS system by February 28th.
- LEAs must complete all the required fields for the July Clearinghouse report.

http://www.schools.utah.gov/assessment/Benchmark-Reading-Assessment/2011_2012_Guidelines.aspx

• An Excel spreadsheet report is NOT required for 2012 reporting of MOY Fluency.

Mid-year Data should not be changed after February 28th.





DIBELS Next

2012-2013 Requirements

What's New?

- **DIBELS Next Composite** is required at the Beginning, Middle, and End of Year for all students 1st-3rd grades.
 - Testing Windows of September, January, and May
 - Data due by the end of the month after the assessment; October, February, June.
- All DIBELS Components are required (full composite)
- Data will be uploaded monthly (UTREX/Clearinghouse)
 - No spreadsheet will be required





DIBELS Next Administration Timeline

DIBELS Next Administration Timeline

									Daze											
									DIBELS Oral Reading Fluency											
			Nonsense Word Fluency																	
			Phoneme Segmentation Fluency																	
Letter Naming Fluency																				
First Sound Fluency																				
Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End	Beg	Mid	End
Kindergarten			First Grade			Second Grade			Third Grade			Fourth Grade			Fifth Grade			Sixth Grade		



Time Needed for Benchmark Assessment

- Amount of time varies by grade and time of year

	Beginning of Year		Middle of Year		End of Year	
	Measures	Time	Measures	Time	Measures	Time
Kindergarten	FSF, LNF	3 minutes	FSF, PSF, LNF, NWF	6.5 minutes	LNF, PSF, NWF	5 minutes
First	LNF, PSF, NWF	5 minutes	NWF, DORF	8 minutes	NWF, DORF	8 minutes
Second	NWF, DORF	8 minutes	DORF	6 minutes	DORF	6 minutes
Third to Sixth	DORF	6 minutes per student	DORF	6 minutes per student	DORF	6 minutes per student
	Daze	5 minutes for group testing, 1–2 minutes scoring time per worksheet	Daze	5 minutes for group testing, 1–2 minutes scoring time per worksheet	Daze	5 minutes for group testing, 1–2 minutes scoring time per worksheet





An Overview of the ***DIBELS Next Composite Measures***

DIBELS Next is comprised of six measures:

1. ***First Sound Fluency (FSF)***: The assessor says words, and the student says the first sound for each word. (*K Only*)
2. ***Letter Naming Fluency (LNF)***: The student is presented with a sheet of letters and asked to name the letters. (*K – Beg. 1st*)
3. ***Phoneme Segmentation Fluency (PSF)***: The assessor says words, and the student says the individual sounds in each word. (*Mid. K – Beg. 1st*)





4. **Nonsense Word Fluency (NWF):** The student is presented with a list of VC and CVC nonsense words (e.g., sig, rav, ov) and asked to read the words. (*Mid. K-Beg. 2nd*)
5. **DIBELS Oral Reading Fluency (DORF):** The student is presented with a reading passage and asked to read aloud. The student is then asked to retell what he/she just read. (*Mid. 1st-6*)
6. **Daze:** The student is presented with a reading passage in which some words are replaced by a multiple choice box that includes the original word and two distractors. The student reads the passage silently and selects the word in each box that best fits the meaning of the sentence. (*Beg. 3rd-6th*)





- **QUESTIONS?**

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State Board of Education

February 3, 2012

Assessment Presentation

- Considerations in choosing an assessment
- Assessment quality indicators
- Three options for future assessments

